

May 25, 2020

Return to In-Class Instruction Plan

Purpose

The purpose of this planning document is to establish a process for SD62 schools to expand in-class instruction to include the part-time, voluntary return of students prior to the end of the 2019/20 school year. This plan is developed in alignment with the Ministry of Education “K-12 Education Restart Plan”.

The operating plan is aligned with the four guiding principles:

1. Ensure a healthy and safe environment for all students, families and employees
2. Provide the services needed to support children of our essential service workers
3. Support vulnerable students who may need special assistance
4. Provide continuity of educational opportunities for all students

Current and Future Stage

Current delivery of education in the district:

- Essential Service Workers:
 - In keeping with direction regarding Stage 4 of the Ministry of Education K-12 Education Restart Plan, SD62 is currently operating three regional sites for children of essential service workers (ESW). We are providing service to approximately 100 children aged 5 to 12.
- Students with complex needs and/or vulnerabilities:
 - The district has been providing service both virtually and on-site for students with vulnerabilities or complex needs. In most cases on-site supports have been provided at our regional ESW sites.
 - Additionally, the district has provided on-site service at a student’s home school, where the needs of the student are best served in that environment.
- Continuity of Learning:
 - The majority of district staff have been working remotely since March 30 to provide at-home learning opportunities and supports for students.
 - Teachers have been providing at-home learning in alignment with the following guidelines:
 - Elementary: 5 hours per week
 - Middle: 6-7 hours per week
 - Secondary: 2-3 hours per course, per week.

How and when will your school district make your plan available to the public?

- On Monday, May 25 the district will submit the “Return to in-class instruction” plan to the Ministry of Education. That same day, messaging will go to all SD62 families explaining the plan and providing a link to the full plan on our district website.
- Principals and Vice-Principals will also communicate with their families through direct messaging.
- Teachers will continue to reach out to families as part of the at-home learning during the week of May 25 to 29 to share details of the plan.

Engagement with Indigenous People

Did the district engage with Indigenous peoples (First Nations, Metis and Inuit) in developing the Stage 3 plan?

Yes

District Principal of Aboriginal Education, Kathleen King met with Sc’ianew Nation Chief Russ Chipps and T’Souke Nation Chief Gordon Planes on Friday, May 15th to discuss many issues including the Staged Return. Both chiefs were complimentary of the plan and took the time to explain the current status of students and families in their nations. A commitment to on-going dialogue and an open-door policy for the nations to meet with District Principal Kathleen King or Associate Superintendent Paul Block to further build on supports is available.

District Principal of Aboriginal Education, Kathleen King has had email discussions with Pacheedaht Educational Manager Liz Robbins who is living remotely from community. Communication about individual students and needs have been the focus of their discussion. Schools continue to make connections with individual students and all indications are that students and families are receiving the support they need in community. Kathleen King is in regular weekly contact with Elder Bill Jones who lives in community and works with many of our students both in his role with the school district but also as an elder in community. Elder Bill understands the Staged plans, at this time Pacheedaht Nation is receiving support. The community in general remains “isolated” from outside visitors by choice in order to protect the community from the virus.

District Principal of Aboriginal Education, Kathleen King has engaged with Bertha Landry of the Victoria Metis Nation. Conversations about continuity of learning plans are being supported by the school district and individual schools. Bertha was very comfortable with our plans and expressed that she knows that she can access the School District for input at any time or through our Aboriginal Education Council.

Did the district consult with local First Nations in developing the plan – particularly First Nations with whom the district has a Local Education Agreement and First Nations with students in the district?

Yes

The Nation’s with whom SD62 partners, Sc’ianew Nation (Beecher Bay), T’Souke Nation and Pacheedaht Nation (Port Renfrew) have been informed of the Stage 3 plan and asked for feedback. The initial responses from each nation were varied, however the common theme was belief that the district has responded to requests for support and communication with each of the nations, families and students.

As SD62 moves forward, we have provided a unified approach across the school district, the on-going responsive relationship and action-orientated response from Indigenous Education staff, school-based staff and District staff has been compassionate, consistent and clear for our nations and communities.

Pacheedaht & T'Souke Nation are the nations with whom SD62 has an LEA. The other nations have agreed to partner through our *Na'tsa'maht Agreement* (Aboriginal Education Enhancement Agreement) that is reviewed annually and renewed on a 5 year cycle. All Nations are currently engaged in the Equity in Action scanning process and contributing towards the district's data and report for the Ministry of Education.

What modifications to the plan, if any, did the district make based on feedback from Indigenous partners and/or local First Nations?

SD62 Supported Sc'ianew Nation in purchasing and accessing technology for students on reserve to access online learning opportunities. SD62 staff that live on reserve have been facilitating student learning from home within their own community.

Pacheedaht students have had technology delivered to them to facilitate online learning opportunities as organized by their schools. Work is on-going now to create a plan to open Port Renfrew Elementary to further support students from the Pacheedaht Nation.

SD62 will be restarting school bus service from Port Renfrew once a week for middle and secondary students to attend school. This was a direct request from the Nation.

Health and Safety

Do you have a health and safety plan that implements the [Provincial COVID-19 Health & Safety Guidelines for K-12 Settings](#), the [COVID-19 Public Health Guidance for K-12 School Settings](#) and [WorkSafeBC](#) guidelines?

Yes

How are you organizing your classrooms in order to meet the school density targets?

K-5 Elementary School:

- Based on a preliminary survey of families to understand who may be returning on a voluntary, part-time basis, we have determined that the return rate of students is below 50% for all schools at this time. This is in line with Ministry density targets of 50%.
- This will allow us to dedicate certain days (Tuesdays and Thursdays) to in-class instruction for our students without exceeding 50% enrolment density in any classroom. Should the student return rate increase, beyond 50% of a school's population, we will redistribute students over other instructional days (Mondays and Wednesdays).
- At the K-5 level we will maintain distance between students to the best extent possible, but our focus will be to avoid physical contact as described in the COVID-19 Public Health Guidance for K-12 School Settings, May 15, 2020 update:
 - "For younger children maintaining physical distance is less practical and the focus should be on minimizing physical contact instead."
- Guidance for classroom set-up has been provided in the SD#62 School Return Staff Handbook.
- In order to achieve the 50% instruction target and to balance teacher workloads with the continuation of at-home learning we will organize as follows:
 - In-Class Instruction: Tuesday and Thursday
 - At-Home Learning: teachers will be expected to make one contact per week and provide 2.5 hours of instruction to students.

- ESW students will be able to attend on all five days during regular instructional hours and may be grouped together under a single supervisor in order to allow teachers the time necessary to attend to at-home learning responsibilities.
- If we exceed 50% capacity of the total school enrolment, we will utilize Monday and Wednesday for another cohort.
- Staff will be expected to limit “physical contact” and distance students to the extent possible; however, students are not required to maintain a 2M separation from one another.

Grades 6-8 Middle School:

- SD62 is working to organize student returns to limit the number of students to 20% of the school population on any single day (as per the K-12 Education Restart plan). Adjustments may be required to individual classrooms to keep the student numbers to a maximum of 20% of class enrolment.
- In order to support this, students will access the school on a part-time, voluntary basis for one day per week based on their grade level.
- We have surveyed families to determine which students may be returning. At this point, our return rate for any grade level will keep the total number of students below 20% of the total school population on any given day.
- Students will be organized in classrooms at the appropriate 2m physical distancing limits as described in the COVID-19 Public Health Guidance for K-12 School Settings, May 15, 2020 update:
 - “Adolescent children should physically distance themselves where possible when outside the family unit or household.”
- Guidance for classroom set-up has been provided in the SD#62 School Return Staff Handbook.
- Site-based Joint Occupational Health and Safety Teams have and will continue to meet to determine the best practices for student and staff movement throughout the school to maintain safe physical distancing limits, including which doors to access the building and traffic flow within the school.

Grades 9-12 Secondary School:

- SD62 is working to organize student returns to limit the number of students to 20% of the school population on any single day (as per the K-12 Education Restart plan).
- In order to support this, students will access the school on a part-time, voluntary basis for a maximum of one day per week based on a block rotation (described later in this document).
- We have surveyed families to determine which students may be returning. At this point, our return rate for any grade level will keep the total number of students below 20% of the total school population on any given day.
- Students will be able to sign-up for instructional support from classroom teachers through their schools, with a maximum number of spaces to ensure 2m physical distancing guidelines in each classroom.
- Physical distancing limits are described in the COVID-19 Public Health Guidance for K-12 School Settings, May 15, 2020 update:
 - “Adolescent children should physically distance themselves where possible when outside the family unit or household.”
- Guidance for classroom set-up has been provided in the SD#62 School Return Staff Handbook.
- Site-based Joint Occupational Health and Safety Teams have and will continue to meet to determine the best practices for student and staff movement throughout the school to maintain safe physical distancing limits, including which doors to access the building and traffic flow within the school.

School District Planning and Reporting Template

How are you configuring your classrooms and learning environments to allow distance between students and adults?

- Classrooms will be decluttered from non-essential items and furniture removed or stored and covered in the classroom, so as to allow for efficient and effective ongoing and nightly custodial cleaning.
- Workspaces and desks will be separated from each other by a minimum of 6 feet /2 metres at the middle and secondary level and as far apart as possible to accommodate 50% of students and to avoid physical contact.
 - Ideally desks to be set up around the perimeter of the room leaving the central area open for adequate distancing during entry/exit of the classroom.
 - Number of desks allowed in each classroom will depend on the size of the classroom.
- Science (labs and prep-rooms), Shops and Foods rooms will remain closed to students for science experiments, but may be used for general instruction.
- Access to gyms, music rooms and library will be permitted for classroom space if needed.
 - Use of shared items such as instruments will not be allowed.
 - Gym equipment use will be limited to items staff can clean easily.
 - Administration in collaboration with the JOHS Committee can determine any additional access limitations.
- Handouts for students can be placed on student's desks before the start of class or during breaks to maintain physical distancing and limit physical contact.
- There can be more than 50 students and staff in the school/site at any given time if they are not all in one area. No large assemblies of staff or students should be held in person.
- Classes will be organized in such a way as to minimize the number of staff that interact with groups of students throughout the day.
 - E.g. organizing students into smaller groups that stay together throughout the day.
- Sufficient ventilation in classrooms that meets WorkSafeBC legislative requirements and building standards, including keeping windows open as much as possible.
- Ensure the waste receptacle in the classroom is located in an area where it can be used and not inhibit physical distancing.

Cleaning Supplies

Does your district have the supplies available to implement cleaning and hygiene protocols in your health and safety plan?

Yes

- At present the district has the necessary supplies to ensure that classrooms and work sites are cleaned as per enhanced cleaning protocols.
- Depending upon the number of students that choose to attend in-class instruction on a voluntary basis, additional supplies may be required.
- There are additional handwashing supplies including soap and paper towel.
- Our Return to in-class instruction plan may be adjusted based on cleaning supply availability or any issues related to health and safety as directed by the Provincial Health Officer.

Continuity of Supports

Is the district ensuring children of essential service workers can attend school 5 days/week?

Yes. Children of essential service workers are now being accommodated in their home schools during instructional hours at the elementary & middle school levels (age 5 to 12) for five days per week.

Is the district providing full-time instruction when requested to students with disabilities/diverse abilities and students requiring extra support?

Yes. The district has been working with families to provide instruction on a part time basis for vulnerable students as requested by families or identified by our School Based Teams. As weeks progress, more time and learning opportunities are emerging for students (families) as requested up to and including five days per week, during instructional hours.

Is the district continuing school meal programs?

Yes. The district will continue to provide lunches to students and families once per week. Students receive five frozen meals for the week.

In order to ensure all families (at-home and in-class learners) can continue to access meals, they will be provided in the same manner that they have since March 30; pick-up from a central location in each family of schools, once per week, with five frozen meals being provided.

Is the district continuing students access to technology?

Yes. The district has supplied Chromebooks to many students across the district to enable them to access online learning.

Approximately 400 Chromebooks have been loaned out to families/students to support at-home learning.

Is the district providing mental health supports for:

- Students returning to school? **Yes**
- Students continuing to learn remotely? **Yes**
- Teachers, support staff and administrators? **Yes**

Continuity of Learning

How is the district organizing the delivery of in-class instruction? For example, half days, alternating days, students attending in shifts, combining in-person and online. Please address:

K- Grade 5:

- Effective June 1, students will be able to return for full instructional days on Tuesday/Thursday of each week.
- If the student density exceeds 50% of the total student population, additional instructional days will be added on Monday/Wednesday in order to maintain density targets as set by the Ministry of Education.

- The Ministry of Education in the K-12 Education Restart Plan has indicated that 2 to 3 days per week is the target for voluntary, in-class instruction. Two days per week will assist in balancing teacher workloads between in-class and at-home learning.
- Children of essential service workers (ESW) will be able to attend school on all five days and may be grouped together under a single supervisor on days when voluntary, in-class instruction is not occurring at the school.
- Students with complex needs or vulnerabilities will continue to work with their school-based case managers to determine the most appropriate educational program. This may include five days per week of instruction during regular instructional hours.
- For the purposes of maintaining density targets of 50%, students may be redistributed to other classrooms and may therefore, not have their regular classroom teacher on in-class instructional days.

Grade 6–8:

- Students will be provided access to voluntary, part-time, in-class instruction at their school based on a rotation of days by grade, as follows:
 - Monday: Grade 6
 - Wednesday: Grade 7
 - Friday: Grade 8
- At-home/remote learning will adjust to:
 - One contact per week
 - 3 to 4 hours of instruction
- In order to ensure that the school capacity will not exceed 20% on any given day, students will register for attendance based on the selected day for their grade level.
- In order to ensure physical distancing in classrooms, the number of students per classroom will be limited based on the available space to configure desks with the appropriate separation.
- Students may not be placed with their regular classroom teacher on in-class instructional days, in order to maintain physical distancing limits.
- During in-class instructional times, teachers will be focused on supporting students with their at-home learning assignments, rather than introducing new lessons.
- The structure of the school day will also, be different as a result of specialty spaces not being available and in order to minimize the amount of movement and number of adult contacts per day.
- Children of essential service workers (ESW), up to age 12, will be able to attend school on all five days and may be grouped together under a single supervisor on days when voluntary, in-class instruction is not occurring at the school.
- Students with complex needs or vulnerabilities will continue to work with their school-based case managers to determine the most appropriate educational program. This may include five days per week of instruction during regular instructional hours.

Grade8-12:

- Students will have access to the in-class instruction at school for up to one day per week. Students will access in-class instruction through a block rotation set up over the course of the week, as follows:
 - Monday: Blk A – time slots: 9:00 to 10:30 and 1:00 to 2:30
 - Tuesday: Blk B – time slots: 9:00 to 10:30 and 1:00 to 2:30
 - Wednesday: Blk C – time slots: 9:00 to 10:30 and 1:00 to 2:30
 - Thursday: Blk D – time slots: 9:00 to 10:30 and 1:00 to 2:30
- At-home/remote learning will adjust to:
 - One contact per week
 - 1 to 2 hours of instruction per course, per week.

- Each day will have one section from 9:00 to 10:30 and 1:00 to 2:30 as described above in order to limit the total student density to 20% of the school population and to allow sufficient time for cleaning of spaces between student cohorts.
- Each school will establish or already has established a system for students to sign-up for in-class instruction to a maximum of one day per week.
- In some cases, staff may reserve space for certain students, as determined by the teacher, that may require additional support in order to complete academic requirements.
- Additionally, students that require additional support, but do not meet criteria for vulnerable or complex needs, will be able to make individual appointments with teachers either at school or by remote access.
- Students with complex needs or vulnerabilities will continue to work with their school-based case managers to determine the most appropriate educational program. This may include five days per week of instruction during regular instructional hours.

How is the district organizing the delivery of remote instruction for students who choose to continue to learn remotely? Please address:

K-Grade 5:

- On days that students are not in attendance for in-class instruction, teachers will be able to focus on continuing supports for at-home learning. As per the plan above, this would mean Monday, Wednesday and Friday.
- If large numbers of students return for in-class instruction some teachers may focus on in-class learning, while others focus on at-home learning. This scenario would mean that students are redistributed from their regular classes, into classes with other teachers.

Grade 6-7:

- Grade level teachers will have students on one day per week. This will allow for the remaining days to support the continuation of at-home learning on those days that their grade level cohort is not in attendance.

Grades 8-12:

- Teachers will continue to provide at-home learning opportunities with some students receiving support at school. Teachers will not be creating new lessons for students that voluntarily return for part-time, in-class instruction. These students will be supported with their at-home learning assignments.

How is the district organizing your workforce to balance the delivery of remote and in-person instruction?

- By staggering the days that students are on-site receiving in-class support, there will be opportunities for teachers to continue to support at-home and in-class instruction.
- If the balance is not able to be met, each school will look at the possibility of designating some teachers to provide the in-class learning, while others will focus on at-home learning.

Have you completed a process with local unions to determine the delivery model and the balance between in-class instruction and on-line?

- Yes. Our union partners have been consulted and have provided feedback and insight into the planning process.

